

Stiles Point Elementary

883 Mikell Drive
Charleston, SC 29412

Grades	PK-5 Elementary School	
Enrollment	604 Students	
Principal	Stephen D. Burger	843-762-2767
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	19	5	0	1

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Excellent	Average	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Good	Yes

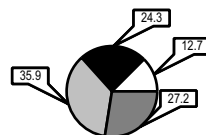
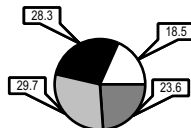
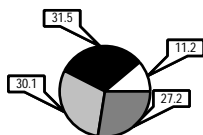
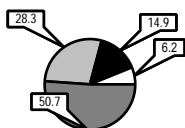
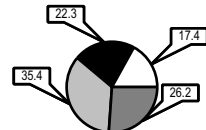
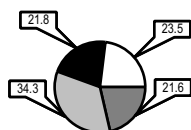
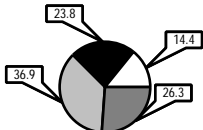
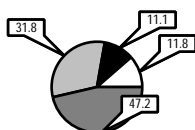
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	287	97.2	6.3	27.2	51.5	15.1	76.5	Yes	Yes
Gender									
Male	145	95.9	8.2	29.1	53.0	9.7	72.4	N/A	N/A
Female	142	98.6	4.3	25.4	50.0	20.3	80.4	N/A	N/A
Racial/Ethnic Group									
White	232	97.4	2.3	22.6	58.4	16.7	84.6	Yes	Yes
African American	51	98.0	25.0	50.0	22.9	2.1	37.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	99.6	4.4	25.2	54.4	16.0	80.4	N/A	N/A
Disabled	29	75.9	27.3	50.0	18.2	4.5	31.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	97.2	6.3	27.2	51.5	15.1	76.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	287	97.2	6.3	27.2	51.5	15.1	76.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	69	92.8	21.3	41.0	29.5	8.2	49.2	Yes	Yes
Full-pay meals	218	98.6	1.9	23.2	57.8	17.1	84.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	287	97.2	9.6	30.5	27.6	32.4	70.2	Yes	Yes
Gender									
Male	145	95.9	9.7	27.6	28.4	34.3	71.6	N/A	N/A
Female	142	98.6	9.4	33.3	26.8	30.4	68.8	N/A	N/A
Racial/Ethnic Group									
White	232	97.4	4.5	25.8	31.7	38.0	80.5	Yes	Yes
African American	51	98.0	33.3	54.2	10.4	2.1	20.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	258	99.6	8.4	30.0	27.2	34.4	72.0	N/A	N/A
Disabled	29	75.9	22.7	36.4	31.8	9.1	50.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	97.2	9.6	30.5	27.6	32.4	70.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	287	97.2	9.6	30.5	27.6	32.4	70.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	69	92.8	26.2	47.5	13.1	13.1	32.8	Yes	Yes
Full-pay meals	218	98.6	4.7	25.6	31.8	37.9	81.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	287	98.6	19.0	29.7	23.3	28.0	51.3
Gender							
Male	145	97.9	18.0	28.8	21.6	31.7	53.2
Female	142	99.3	20.0	30.7	25.0	24.3	49.3
Racial/Ethnic Group							
White	232	98.7	12.4	27.0	27.0	33.6	60.6
African American	51	100.0	49.0	42.9	6.1	2.0	8.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	99.6	15.2	30.4	24.4	30.0	54.4
Disabled	29	89.7	51.7	24.1	13.8	10.3	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	98.6	19.0	29.7	23.3	28.0	51.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	287	98.6	19.0	29.7	23.3	28.0	51.3
Socio-Economic Status							
Subsidized meals	69	97.1	49.2	33.8	10.8	6.2	16.9
Full-pay meals	218	99.1	9.8	28.5	27.1	34.6	61.7

Social Studies							
All Students	287	98.6	12.9	36.2	26.9	24.0	50.9
Gender							
Male	145	97.9	14.4	30.2	29.5	25.9	55.4
Female	142	99.3	11.4	42.1	24.3	22.1	46.4
Racial/Ethnic Group							
White	232	98.7	7.5	35.0	28.8	28.8	57.5
African American	51	100.0	36.7	42.9	18.4	2.0	20.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	99.6	10.0	36.0	28.0	26.0	54.0
Disabled	29	89.7	37.9	37.9	17.2	6.9	24.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	287	98.6	12.9	36.2	26.9	24.0	50.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	287	98.6	12.9	36.2	26.9	24.0	50.9
Socio-Economic Status							
Subsidized meals	69	97.1	32.3	43.1	16.9	7.7	24.6
Full-pay meals	218	99.1	7.0	34.1	29.9	29.0	58.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	96	100.0	3.3	15.6	51.1	30.0	81.1
	4	89	100.0	7.1	34.1	51.8	7.1	58.8
	5	96	100.0	12.8	31.4	46.5	9.3	55.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	2.4	7.1	54.8	35.7	90.5
	4	99	98.0	7.4	31.9	53.2	7.4	60.6
	5	101	95.0	8.5	40.4	46.8	4.3	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	96	100.0	4.4	32.2	35.6	27.8	63.3
	4	89	100.0	4.7	37.6	38.8	18.8	57.6
	5	96	100.0	10.5	33.7	20.9	34.9	55.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	98.9	4.8	19.0	38.1	38.1	76.2
	4	99	98.0	13.8	26.6	23.4	36.2	59.6
	5	101	95.0	9.6	44.7	22.3	23.4	45.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	96	100.0	10.0	44.4	28.9	16.7	45.6
	4	89	100.0	14.1	38.8	28.2	18.8	47.1
	5	96	100.0	25.6	24.4	16.3	33.7	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	14.1	31.8	28.2	25.9	54.1
	4	99	100.0	20.8	24.0	29.2	26.0	55.2
	5	101	96.0	21.4	33.7	13.3	31.6	44.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	96	100.0	10.0	42.2	33.3	14.4	47.8
	4	89	100.0	7.1	36.5	34.1	22.4	56.5
	5	96	100.0	11.6	46.5	12.8	29.1	41.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	87	100.0	4.7	31.8	40.0	23.5	63.5
	4	99	100.0	11.5	39.6	24.0	25.0	49.0
	5	101	96.0	21.4	36.7	18.4	23.5	41.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 604)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	98.1%	100.0%
Retention rate	3.3%	Down from 3.4%	1.6%	2.8%
Attendance rate	96.4%	Up from 96.3%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Down from 3.6%	0.7%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Down from 3.6%	0.6%	0.0%
Eligible for gifted and talented	27.2%	Down from 33.6%	21.8%	10.4%
On academic plans	16.5%	N/AV	21.3%	33.6%
On academic probation	6.9%	N/AV	1.1%	1.0%
With disabilities other than speech	3.8%	Down from 5.5%	6.4%	7.5%
Older than usual for grade	1.0%	Up from 0.7%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	61.9%	Up from 56.8%	56.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	1.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 87.7%	89.2%	87.3%
Teacher attendance rate	95.4%	Up from 95.2%	95.3%	94.9%
Average teacher salary	\$45,498	Down 0.8%	\$43,595	\$42,485
Prof. development days/teacher	11.8 days	Down from 18.0 days	11.6 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.4 to 1	19.4 to 1	18.6 to 1
Prime instructional time	90.7%	Down from 91.0%	90.9%	89.7%
Dollars spent per pupil*	\$5,986	Up 7.5%	\$6,281	\$6,557
Percent of expenditures for teacher salaries*	68.6%	Down from 74.5%	64.9%	64.0%
Percent of expenditures for instruction*	73.5%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stiles Point Elementary is a neighborhood school featuring an experienced staff with a supportive community, an involved PTA, and eager volunteers. We have high expectations and excellent academic and citizenship programs. We have achieved many awards, such as The Community of Readers Award, Exemplary Writing Award, and Charleston County Recycling Award. But we face many challenges ahead as we develop students' academic and citizenship proficiencies as related to the state standards. We are developing our math program to support students' problem-solving strategies in context, use of manipulatives and technology, and increasing their PACT English Language Arts, math, science, and social studies achievement levels. There are now higher expectations about what is taught and when it is taught (for example, what was taught only in first grade is now taught in kindergarten). Teachers are expected to work together to plan, implement, teach, and assess the students by using a coherent curriculum with the state standards.

Expectations continue to increase with the implementation of state standards in all subjects. The push for more one-on-one instruction by the teachers through reduced class size is definitely impacting the school. Our teachers are expected to teach more, with greater variety, and with higher level thinking skills. In grades K-2, teachers use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as an efficient measure of the fundamental skills that underpin the development of literacy in young children. With the implementation of Measures of Academic Progress (MAP) in grades 2-5, the teachers receive immediate feedback about the needs of the students. This feedback allows the teachers to plan remediation and/or enrichment activities for the students. The education of our children still remains our highest priority.

One of our most daunting challenges is funding, or specifically, the lack of it to support instruction for our students and the implementation of state standards. We continuously need to upgrade our curriculum materials and technology: we received 63 new computers in a two-year time span. We must meet the continuing challenge to provide the best instruction and materials for the future leaders of a competitive global economy.

Stephen D. Burger, Principal
Elisha Clyburn, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	95	78
Percent satisfied with learning environment	97.4%	91.3%	93.4%
Percent satisfied with social and physical environment	97.4%	88.2%	93.5%
Percent satisfied with school-home relations	100.0%	89.4%	89.3%

*Only students at the highest elementary school grade level at this school and their parents were included.